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ABSTRACT

A slide/tape series entitled "Vocational Education and the Special Needs Student" was developed in North Dakota to illustrate adaptations that vocational education teachers have made for special needs students (mentally handicapped, physically handicapped, and disadvantaged) and to serve as a basis for discussion at inservice and preservice levels of teacher education. A twelve-to-fifteen-minute presentation was produced for each of seven vocational service areas: agriculture, distributive education, health, home economics, industrial arts, office education, and trade/technical education. Each slide/tape shows interviews with a minimum of three teachers and support-staff members representing rural and urban programs. Chosen through a needs assessment survey as priority inservice needs, the topics covered include interpersonal relationship skills, identifying students, curriculum adaptations, teaching techniques, job placement, and evaluation of students. Following their presentation at the regional Education Professional Development Act (EPDA) special needs seminar in February and March, 1978, they were evaluated by the majority of seminar participants as good to excellent. An advisory committee also viewed the series and recommended that it be shown at the All Service Conference in conjunction with discussion groups. (The appendixes contain the results of the needs assessment survey, the interview questions used in each presentation, a list of the teachers interviewed, and a summary of the evaluation by seminar participants.) (EIG)

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Adaptation of Vocational Education Programs For Special Needs: A Slide/Tape Presentation

FINAL REPORT RCU REPORT NO. 62

Project Director-Glinda Crawford

Project Coordinator-Kathy Cilz

DEPARTMENT OF HOME ECONOMICS AND NUTRITION

University of North Dakota

Grand Forks, North Dakota 58202

June, 1978

in cooperation with

North Dakota Research Coordinating Unit

State Board For Vocational Education

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ABSTRACT

A slide/tape series entitled "Vocational Education and the Special Needs Student" was developed during the 1977-78 school year. Sponsorship for the series was provided by the North Dakota State Board for Vocational Education and the Department of Home Economics and Nutrition, University of North Dakota. The primary objective of the project was to develop a multimedia presentation to illustrate adaptations for special needs students that teachers in the vocational service areas have made. This project was conducted in conjunction with an EPDA project, "Regional Seminars on Adaptations of Vocational Education Programs for Special Needs in North Dakota." A presentation was developed for each of the seven vocational service areas: agriculture, distributive education, health, home economics, industrial arts, office education and trade/technical education. Each slide/tape portrays North Dakota regular vocational instructors and support personnel discussing adaptations they have made in working with special needs students. Content of the series was based on priority inservice needs identified through a needs assessment survey. The slide/tape productions were shown at the regional EPDA special needs seminars held in February and March, 1978, and are being used for inservice/preservice education in the state.

A. Development of the Slide/Tape Series

The purpose of the slide/tape series was to illustrate adaptations for special needs that teachers in the vocational service areas have made. The intended use of the slide/tape series was to serve as a basis for discussion for each of the seven vocational service areas at inservice and preservice levels.

The slide/tapes were developed in conjunction with the EPDA project, "Regional Seminars on Adaptation of Vocational Education Programs for Special Needs in North Dakota". Funding for the multimedia production was provided by the North Dakota Research Coordinating Unit. Assistance was provided through the EPDA grant and by the University of North Dakota Department of Home Economics and Nutrition.

Personnel for the project consisted of the EPDA project facilitator/instructor (Kathy Cilz) who was responsible for coordinating the development of the slide/tape series. Responsibility for media production was contracted through Photographics, Grand Forks, North Dakota. Project director was Glinda Crawford.

Within the slide/tape series was included a presentation for each of the seven vocational service areas: agriculture, distributive education, health, home economics, industrial arts, office education and trade and technical education. The content of the presentations was directed toward the highest priority ranked items from the needs assessment survey conducted in the fall (see Appendix A, Page 6).

The method of production used by the series was an interview technique in which interviews were taped of selected vocational instructors and support personnel. The subject of the interviews was a

series of specific questions based upon the priority inservice needs (see Appendix B Interview Questions for Slide/Tape Series, Page 8). These questions incorporated priority needs identified across the service areas as well as needs specific to the service area. Slides were taken to illustrate the concepts discussed.

Interviews were transcribed into written form; key concepts from tapes for each service area were organized into a finalized tape. Segments of the original tapes were used in cutting the final tape, thus eliminating the need for a narrator. All seven tapes made specific reference to working with the physically handicapped and disadvantaged students. Topics covered by the tapes and slides included: interpersonal relationship skills, identifying students, curriculum adaptations, teaching techniques, job placement, and evaluation of students.

A minimum of three teachers was interviewed for each area. A list of teachers interviewed and their service area appeared in the Appendix C (see Page16). Sites and subjects for the slide/tape presentation were selected on the basis of recommendations from the State Supervisor of Special Needs, the State Supervisors, the EPDA project advisory committee, and local special needs coordinators. The sites chosen represented a sampling of rural and urban programs in varied geographic areas of North Dakota. Sites used were: Dickinson, Fargo, Grand Forks, Hillsboro, and South Heart Public Schools, and Southeast Area Vocational Center (Oakes) and Lake Area Vocational Center (Devils Lake).

Several difficulties were encountered in the development of the slide/tape presentation. Because of the breadth and the complexity of the topic, limitations were imposed in the depth of information which could be provided. For this reason, the slide/tape was designed as a

stimulus for discussion and should be utilized in conjunction with other topics.

It was discovered in organizing the slide/tape series that many of the adaptations being made were not the type that could be shown on a slide. For example, the consensus opinion of the teachers interviewed was that the biggest adaptation necessary in working with special needs students was within their own attitudes.

For legal purposes, releases for the audio and visual elements of the presentations were obtained from school administrators, teachers, students, and parents. Copies of the forms were presented in Appendix D (Page 20). Through the use of disclaimer slides, specific emphasis was also directed to explain that:

> "Individual slides may portray special needs students or other students working in integrated classrooms and do not necessarily depict the situations being discussed."

An original plus two copies of the completed slide/tape series was made. Two copies of the slide/tape were forwarded to the State Board for Vocational Education while one copy was housed through the Department of Home Economics and Nutrition. The presentations were available for use at the preservice/inservice level through either office.

B. Use and Evaluation of the Slide/Tape Series

The slide/tape productions were shown as a part of service area discussion groups at the EPDA Seminar, "Vocational Education and the Special Needs Student." Prior to the discussion groups, participants heard presentations on: needs and characteristics of the special needs student; vocational evaluation; program modification for mentally handicapped, physically handicapped, and disadvantaged students; IEP's: and legislation.

The purpose of the discussion groups was to discuss modifications for special needs students as appropriate to the specific service area. These discussion groups were led by selected professionals within the service area who had demonstrated effectiveness in working with special needs students. The slide/tape presentations were introduced and shown by the discussion leaders; following the presentation, time was allowed for discussion.

At the Bismarck and Minot sessions, participants were asked to complete one section of their evaluation form on the slide/tape series (see Appendix E, Page 24). Although this form was designed for faculty evaluation, selected segments had pertinence to evaluation of the slide/tape presentation. In terms of format, the slide/tape presentation was rated good to excellent by 61 percent with 11 percent indicating no response. Subject matter and knowledge were evaluated at good to excellent by 57 percent (33 percent, no response). Fifty-four percent rated the slide/tapes use of time and facilities at good to excellent (34 percent, no response). Practicality of information was rated at good to excellent by 56 percent (31 percent, no response). Goal accomplishment was rated good to excellent by 54 percent (11 percent, no response).

After the seminar, the slide/tape presentations were requested for use at the preservice level by agriculture and home economics teachers education programs. In addition, a health occupations teacher requested the health set for a vocational banquet because she and her students had served as subjects of the presentation.

The slide/tape presentations were also evaluated by the project advisory committee. Members concluded that by viewing the slide/tape series, the classroom teacher could get immediate ideas on how to begin setting up a program and where the special needs student fits into the

vocational curriculum. They recommended showing the presentations at the All Service Conference either utilizing mini session form or having each respective area devote a 45 minute segment to the slide/tape series. For either suggestion, the presentations should be followed by a brief discussion led by an experienced person in special needs or the specific service area.

C. Summary and Recommendations

As a result of the project, a slide/tape series was developed to illustrate modifications which teachers in the vocational service areas have made for special needs students. Within the series were included seven 12-15 minute presentations, one for each vocational service area.

These multimedia productions were designed for use with the seminar, "Vocational Education and the Special Needs Student". Specifically, they were to be shown at the beginning of the service area discussion groups which were under the direction of discussion leaders from the service area. The intent was to provide a spring board for discussion specific to the service area.

Recommended further use of the slide/tape series would include inservice/preservice education sessions where modifications for special needs students for a specific service area was a primary objective. In utilizing the series, it should be noted that since the presentations were not designed to cover all aspects of working with special needs, they should be used in conjunction with additional topics and methods.

APPENDIX A: HIGHEST PERCEIVED INSERVICE NEEDS OF NORTH DAKOTA VOCATIONAL INSTRUCTORS IN ADAPTING PROGRAMS FOR SPECIAL NEEDS

Highest Perceived Inservice Needs: A Basis for Inservice Training Across Professional Areas

1.	Identifying appropriate teaching techniques	MH[a]	PH[b]	D[c]
2.	Determining student potential and limitations	MH		D
3.	Motivating these students	MH		D
4.	Adapting curriculum to meet individual needs of special needs students	MH	PH	
5.	Identifying job opportunities for these students	MH	PH	
6.	Gaining acceptance of employers	MH	PH	
7.	Identifying these students			D
8.	Counseling these students			D
9.	Developing interpersonal relationship skills			D
10.	Adapting equipment		PH	
11.	Adapting facilities		PH	

[a]Mentally Handicapped

[b]Physically Handicapped

[c]Disadvantaged

from: Crawford, Glinda, and Cilz, Kathy. Regional Seminars on Adaptation of Vocational Education Programs for Special Needs in North Dakota: Final Report. Grand Forks, ND: University of North Dakota, 1978.

APPENDIX B: INTERVIEW QUESTIONS FOR SLIDE/TAPE SERIES

VOCATIONAL EDUCATION AND THE SPECIAL NEEDS STUDENT

Sample Questions for Slide/Tape Interviews

All vocational educators and their administrators were surveyed last fall to determine inservice needs of vocational instructors in adapting programs for disadvantaged/handicapped students. The following questions are based on the major inservice needs identified by the survey.

Agriculture

1. What are effective ways you have found to motivate the special needs student in your classroom?

2. How do you identify job opportunities for the special needs student?

3. What means have you found to be effective in relating to the special needs student?

4. How do you go about determining student potential and limitations of the mentally handicapped student?

5. Have you found the lack of reading skills to be a problem in working with the mentally handicapped student? If so, how do you cope with this?

6. What evaluation techniques have you found to be effective in working with the special needs student?

7. How is the disadvantaged student identified in your school system? What procedures do you follow for identifying the disadvantaged student in your classroom?

8. Some teachers have expressed a need for more training in counseling the special needs student. What is your response to this?

VOCATIONAL EDUCATION AND THE SPECIAL NEEDS STUDENT

Sample Questions for Slide/Tape Interviews

All vocational educators and their administrators were surveyed last fall to determine inservice needs of vocational instructors in adapting programs for disadvantaged/handicapped students. The following questions are based on the major inservice needs identified by the survey.

Distributive Education

1. How do you identfy job opportunities for the special needs student? How do you gain the acceptance of employers when placing their students on the job?

2. What adaptations do you make for special needs students who have low level math skills? What specific techniques have you used to improve these skills?

3. How do you determine student potential and limitations of the physically handicapped student?

4. How do you motivate the physically handicapped student?

5. What methods do you use to help develop positive attitudes of regular students toward the mentally handicapped student?

6. What specific curriculum adaptations have you made to meet the individual needs of the special needs student?

7. Can you describe a teaching technique that you have found to be most appropriate in working with the special needs student?

8. Many distributive education teachers have expressed a need for more training in counseling the mentally handicapped student. What is your reaction to this role? How do you handle this situation?

9. What means do you use to determine student potential and limitations of the special needs student?

10. What is your reaction to the recent legislation which requires the mainstreaming of physically handicapped students into a regular classroom setting where appropriate?

11. How do you identify the disadvantaged student?

12. Can you identify any techniques you use to help develop the interpersonal relationships skills of these students?

VOCATIONAL EDUCATION AND THE SPECIAL NEEDS STUDENT

Sample Questions for Slide/Tape Interviews

All vocational educators and their administrators were surveyed last fall to determine inservice needs of vocational instructors in adapting programs for disadvantaged/handicapped students. The following questions are based on the major inservice needs identified by the survey.

Health Occupations

1. How do you gain the acceptance of employers when planning handicapped students on the job? How do you identify job opportunities for the special needs student?

2. Can you explain some adaptations that you have had to make in teaching the handicapped student?

3. Can you describe some techniques that have worked for you in motivating mentally handicapped students? The disadvantaged student?

4. What specific curriculum changes have you made to meet the individual needs of the handicapped student?

5. What procedures do you use in evaluating the mentally handicapped student?

6. Other health occupations teachers have expressed a need for more training in counseling skills with the mentally handicapped student. What is your reaction to this role? How do you handle this situation?

7. What specific equipment and facility adaptations have you made for the physically handicapped student?

8. What procedures do you use to gain the cooperation of parents and other staff in working with the physically handicapped student? The disadvantaged student?

9. How do you identify the disadvantaged student in your classroom?

10. What techniques do you use to help develop the interpersonal relationship skills of the disadvantaged student?

VOCATIONAL EDUCATION AND THE SPECIAL NEEDS STUDENT

Sample Questions for Slide/Tape Interviews

All vocational educators and their administrators were surveyed last fall to determine inservice needs of vocational instructors in adapting programs for disadvantaged/handicapped students. The following questions are based on the major inservice needs identified by the survey.

Home Economics

1. What are techniques that you have used to motivate special needs students?
2. How do you determine the potential and limitations of the special needs student?
3. What types of teaching techniques have you found to be effective in teaching the special needs student? What curriculum adaptations are necessary when teaching the physically handicapped student in comparison to the mentally handicapped student or disadvantaged student?
4. How do you promote the development of interpersonal relationship skills among special needs students?
5. What are some specific material resources you have found to be effective in working with the disadvantaged student?
6. What procedures do you use to evaluate the mentally handicapped student?
7. Other home economics teachers have expressed a need for more training in counseling the mentally handicapped student. What is your reaction to this role? How do you handle this situation?
8. What specific equipment and facility adaptations have you made to meet the needs of the physically handicapped student?
9. How do you identify the disadvantaged student in your classes?
10. What methods do you use in helping the disadvantaged student develop interpersonal relationship skills?

VOCATIONAL EDUCATION AND THE SPECIAL NEEDS STUDENT

Sample Questions for Slide/Tape Interviews

All vocational educators and their administrators were surveyed last fall to determine inservice needs of vocational instructors in adapting programs for disadvantged/handicapped students. The following questions are based on the major inservice needs identified by the survey.

Industrial Arts

1. What methods do you use to determine student potential and limitations of the special needs student? Do these methods vary among the mentally handicapped, physically handicapped or disadvantaged?

2. What procedures do you use to identify job opportunities for the special needs student?

3. What specific curriculum changes have you made to meet the needs of the handicapped student?

4. Can you describe evaluation techniques that you have used in evaluating the physically handicapped student?

5. Other industrial arts teachers have expressed a need for more training in counseling the special needs student, especially the mentally handicapped and the disadvantaged student. What is your reaction to this role? How do you handle this situation?

6. Can you give some specific examples of teaching techniques that have worked for you in teaching the special needs student?

7. What specific facility and equipment adaptations have you made to meet the needs of the physically handicapped student?

8. What methods do you use to identify the disadvantaged student in your classes?

9. Can you describe a technique that has worked especially well for you in motivating the disadvantaged student?

10. What specific skills have your special needs students had success in?

VOCATIONAL EDUCATION AND THE SPECIAL NEEDS STUDENT

Sample Questions for Slide/Tape Interviews

All vocational educators and their administrators were surveyed last fall to determine inservice needs of vocational instructors in adapting programs for disadvantaged/handicapped students. The following questions are based on the major inservice needs identified by the survey.

Office Education

1. How do you determine student potential and limitation of the special needs student?

2. Can you describe motivating techniques that have worked for you in teaching the mentally handicapped student? The disadvantaged student?

3. What procedures do you use in identifying job opportunities for the handicapped student? How do you gain the acceptance and cooperation of employers?

4. What specific curriculum changes have you made to meet the needs of the handicapped student?

5. Can you describe some teaching techniques that you have found to be appropriate in working with the special needs student?

6. What specific equipment and facility adaptations have you made to meet the needs of the physically handicapped student?

7. How do you identify a disadvantaged student?

8. Can you describe some techniques that you have used to develop interpersonal relationship skills of disadvantaged students?

9. What level of skill training have special needs students reached in your classes?

10. Many teachers have expressed the need for more training in counseling the disadvantaged student. What is your response to this role?

VOCATIONAL EDUCATION AND THE SPECIAL NEEDS STUDENT

Sample Questions for Slide/Tape Interviews

All vocational educators and their administrators were surveyed last fall to determine inservice needs of vocational instructors in adapting programs for disadvantaged/handicapped students. The following questions are based on the major inservice needs identified by the survey.

Trade and Industry

1. How do you gain the acceptance of employers when placing handicapped students on the job?

2. Can you describe an adaptation that you have used when teaching a physically handicapped student? A mentally handicapped student?

3. What are ways you have determined the potential and limitations of the special needs student?

4. What procedures do you use in identifying job opportunities for the special needs students?

5. Can you give specific examples of how you have adapted your curriculum to meet the needs of individual students?

6. What specific teaching techniques have you found to be successful when working with the special needs student?

7. What specific skills have you found the mentally handicapped student can master? The physically handicapped student?

8. What are effective ways of interacting with the special needs student?

9. What specific equipment and facility adaptations have you made for the physically handicapped student?

10. What feelings do you have about recent legislation requiring the mainstreaming of physically handicapped students into regular classroom settings?

11. What are specific ways you identify the disadvantaged student in your classes?

12. Can you describe the working relationship you have with parents and other staff in regard to the special needs student.

APPENDIX C: TEACHERS INTERVIEWED FOR THE SLIDE/TAPE SERIES

Slide/Tape Participants

(1) Agriculture

Scott Olson
Dickinson Area Vocational High School
Dickinson, ND

Armen Hanson
Lake Area Vocational Center
Devils Lake, ND

Jim Heern
Hillsboro High School
Hillsboro, ND

(2) Distributive Education

Elsie Reichert
Dickinson Area Vocational High School
Dickinson, ND

Lloyd Olson
Lake Area Vocational Center
Devils Lake, ND

Bruce Harmon
Fargo South High School
Fargo, ND

Orris Gulson
Grand Forks Central
Grand Forks, ND

(3) Health

Ann Link
Linton High School
Linton, ND

Nancy Martin
Dickinson Area Vocational High School
Dickinson, ND

Sandy Kootsikas
Southeast Vocational Center
Oakes, ND

(4) Home Economics

Susan Burdvik
Dickinson Area Vocational High School
Dickinson, ND

Bev Haas
South Heart High School
South Heart, ND

Kay Hutchinson
Lake Area Vocational Center
Devils Lake, ND

Kris Bjelde
Lake Area Vocational Center
Devils Lake, ND

Mary Ann Armbrust
Fargo South High School
Fargo, ND

(5) Industrial Arts

Cecil Hammers
Dickinson Area Vocational High School
Dickinson, ND

Eruin VanVeldheizeh
Dickinson Area Vocational High School
Dickinson, ND

(6) Office Education

Roger Stone
Dickinson Area Vocational High School
Dickinson, ND

Moine Gates
Grand Forks Central
Grand Forks, ND

Cathy Fergeson
Fargo South High School
Fargo, ND

(7) Trade & Industry

Jon Hodnefield
Dickinson Area Vocational High School
Dickinson, ND

Lavern Gerling
Southeast Vocational Center
Oakes, ND

Arnie Zent
Southeast Vocational Center
Oakes, ND

Dave Hinkley
Grand Forks Central
Grand Forks, ND

(8) Special Needs

LeRoy Rice
Lake Area Vocational Center
Devils Lake, ND

Marcia Schutt
Lake Area Vocational Center
Devils Lake, ND

Dean Stenehjem
Grand Forks Central
Grand Forks, ND

Bonnie Claris
Southeast Vocational Center
Oakes, ND

(9) Vocational Director

Carl Haas
Dickinson Area Vocational High School
Dickinson, ND

APPENDIX D: RELEASE FORMS FOR THE SLIDE/TAPE SERIES

PHOTOGRAPHIC RELEASE

I, _____, do hereby agree that the University of North Dakota Department of Home Economics and Nutrition or their agents or employees may photograph me either by myself or with others that the resulting photograph(s) may be used by the University of North Dakota Department of Home Economics and Nutrition solely for the following purpose(s):

Production and presentation of a slide/tape program to be used for instructional programs directed at students and professional educators.

I further agree to release and forever discharge the University of North Dakota Department of Home Economics and Nutrition and their agents and employees from any and all claims, actions or demands arising out of or in conjunction with the use of said photograph(s) set forth above.

_____ _____

Date Signature

MEMORANDUM OF AGREEMENT

_____ does hereby agree that the University of North Dakota Department of Home Economics and Nutrition or their agents or employees may photograph and interview vocational classes and teachers and that the resulting slides and tapes may be used by the University of North Dakota Department of Home Economics and Nutrition or their agents or employees solely for the following purposes:

Production and Presentation of a slide/tape program to be used for instruction programs directed at students and professional educators.

_____ further agrees to release and forever discharge the University of North Dakota Department of Home Economics and Nutrition or their agents or employees from any and all claims, actions or demands arising out of or in conjuction with the use of said photograph(s) set forth above.

Date _____ _____
Administrator

_____ _____
Project Coordinator School

Department of Home Economics and Nutrition
University of North Dakota
Grand Forks, North Dakota

PHOTOGRAPHIC RELEASE

I, _____, the legal guardian of _____, a minor child, do hereby agree that the University of North Dakota Department of Home Economics and Nutrition or their agents or employees may photograph said minor child either by her/himself or with others and that the resulting photograph(s) may be used by the University of North Dakota Department of Home Economics and Nutrition solely for the following purpose(s):

Production and presentation of a slide/tape program to be used for instructional programs directed at students and professional educators.

I further agree to release and forever discharge the University of North Dakota Department of Home Economics and Nutrition and their agents and employees from any and all claims, actions or demands arising out of or in conjunction with the use of said photograph(s) when used for the purpose(s) set forth above.

_____ _____

Date Signature of Guardian

APPENDIX E: SUMMARY OF PARTICIPANT EVALUATION OF THE SLIDE/TAPE SERIES (BISMARCK AND MINOT)

Speakers presentation format

7(11%)	poor
11(17%)	fair
15(24%)	good
23(37%)	excellent
7(11%)	No Response

Subject matter and knowledge

1(2%)	poor
5(8%)	fair
20(32%)	good
16(25%)	excellent
21(33%)	No Response

Use of time and facilities

1(2%)	poor
6(10%)	fair
19(30%)	good
15(24%)	excellent
22(34%)	No Response

Practicality of information

2(3%)	poor
6(10%)	fair
20(32%)	good
15(24%)	excellent
20(31%)	No Response

Goal accomplishment

5(8%)	poor
11(17%)	fair
17(27%)	good
23(37%)	excellent
7(11%)	No Response